

SOC/GWS 459: Constructions of Gender

Fall 2022: August 21st – December 14th

Instructor and Contact Information

Instructor: Rina James

Pronouns: they/them/theirs (Not sure what this means? Just ask, I'm happy to explain.)

Email: rinajames@arizona.edu

Virtual student hours: by appointment

Description of Course

Gender is a key component of how social life is organized. In this course, you will engage with academic and non-academic readings and other materials to develop a deeper understanding of how gender operates. You will explore cultural understandings of gender—particularly those that permeate socialization processes, language, and media representations—and will critically evaluate how these cultural understandings impact individual understandings of the self, interpretations of the social world, and interactions with social institutions. You will also complete discussions and individual reflections that allow you to think critically about connections between gender and other social institutions, such as work or family, and also help you reflect on your lived experiences with gender. By the end of the semester, you should be able to articulate how gender is (re)produced, how gender inequalities are maintained, and how gender operates at not only the individual level, but also as a broad and enduring social structure.

Course Prerequisites or Co-requisites

Basic sociological knowledge of gender issues (such as previous completion of SOC 150B2: Sex and Gender) is recommended, but not required. If you have not previously completed a lower-level course in this substantive area, please carefully review the syllabus, and reach out to the instructor if you are unsure about your ability to succeed in the course.

Course Format and Teaching Methods

This course is fully web-based. All readings, assignments, and class discussions will be completed through the D2L course site. The weekly assignments include discussion board participation and quizzes administered through D2L. The D2L 'Announcements' page will be used to communicate any important course information throughout the semester. A specific outline of the activities you are expected to complete each week is included in the course schedule. Students are responsible for managing their time and technology to ensure work is completed on time. No late work will be accepted for 'internet problems' unless the issue is caused by a U of A network outage or D2L-wide issues; I recommend submitting work early to avoid unforeseen technology issues. Please note that all due dates/times reflect the local time here in Tucson.

Questions regarding the course should be sent to the instructor via email. You can expect a response within 24 hours during the week—I may not respond to student emails on the weekends, so please ensure any urgent emails are sent by 4pm Friday, so they may be addressed prior to that. Otherwise, you may not receive a response before Monday morning.

Course Objectives

By the end of the course students are expected to be able to:

- Describe the historical and structural factors that maintain and reproduce gender inequalities.
- Explain how gender operates at individual, organizational, and structural levels.
- Identify how gender intersects with other identities and structural inequalities.
- Formulate, in writing or discussions, comparisons between social scientific insights on gender, common narratives surrounding gender, and their own personal experiences.
- Analyze how gender operates within multiple social institutions, including (but not limited to) family, education, and work.

Expected Learning Outcomes

Knowledge of how to think critically about social issues in contemporary society: Students will be able to demonstrate critical thinking skills, complex reasoning, and written communication skills.

Knowledge of social inequality: students will be able to demonstrate knowledge of social inequalities in contemporary societies based on class, gender, race, and/or sexual orientation. Students will also demonstrate knowledge about how to critically evaluate arguments about and solutions to inequality and diversity in society.

Required Materials

All materials required for the course will be available on the D2L course page, or through the University of Arizona library's online collection. Content will include journal articles and book chapters, as well as short lectures using VoiceThread.

Absence and Class Participation Policy

Participation in the course is vital to student success. As this an online course, there are no lectures or required meeting times. However, **if you anticipate being unable to meet assignment deadlines due to illness or other personal circumstances, please contact the instructor, preferably in advance if possible.** If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at:
<http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See:
<https://deanofstudents.arizona.edu/absences>

Syllabus Assignment

Earn three extra credit points by proving you read the syllabus and emailing me a picture of a cat. It doesn't have to be your cat, but if it is then I'd also like to know their name. If you don't like cats, you can pick a different animal. Or even a plant. I'm not picky.

Makeup Policy for Students Who Register Late

Students who register after the course start date must make up all assignments within **one week** of enrolling in the course.

Assignments and Grading

Weekly Quizzes (30%): Each week, you will take a short, five-question quiz that covers the weeks readings (except for Week 1, where the quiz will cover the syllabus). Quizzes will be administered through the 'Quiz' section on the D2L course site, and are **due Sundays by 11:59pm**. Your two lowest quiz scores will be dropped from your final grade.

Discussion posts and responses (30%): Each week, you will be asked to make a post on the D2L discussion board, and reply to at least **one** of your peers' posts. **Posts and responses are due Sundays at 11:59pm**. A specific prompt for your post will be provided at the beginning of each week, asking you to reflect or build on the concepts presented in that week's materials. Tasks may include answering a specific discussion question (for example, asking you to apply concepts to your own life, or compare/contrast author's arguments), or review short outside materials and providing a brief summary of how they relate to the class. Discussion posts should be 1-2 paragraphs and engage substantively with the material. Similarly, responses must also be substantive, raising a question, critiquing, or expanding on a classmate's post. Cursory comments such as "this is a good point," or "I agree/disagree" will not receive credit. Discussion posts and responses must be submitted for 14 of the 16 weeks of the course, meaning you may miss two of these without penalty, at your discretion.

Essays (35%): Throughout the semester, you will write three short essays asking you to review and synthesize materials from three of the four units of the course. Essays should be 750-100 words (this is ~2-3 pages, double-spaced) and include properly formatted citations. A guide on how to ensure proper citations is included under 'Course Content' on D2L. You also have the option to revise one (1) of your first two essays to improve your score, at your discretion. **Essays are due at the end of Weeks 3, 11, and 16.** Prompts will posted under course content.

Final Reflection (5%): To wrap up the course, students will write at least 750 words about the five most important things you learned in this course. Each item should be numbered clearly, and emphasize substantive knowledge (i.e. conceptual or empirical knowledge, not study skills or similar). This assignment is pass/fail, and will be evaluated based on whether what you discuss was part of the course, was accurately described based on course materials, was described in detail (i.e., you should write paragraphs rather than bullet points), and was at least 750 words. **Final Reflection papers should be submitted through D2L by 11:59pm on Thursday, December 15th.**

Extra credit discussion board: There is an 'Extra Credit' section on the weekly discussion board. Use this to earn up to three extra credit points by sharing something relevant to the class with the class! This may be an article you read, a podcast episode you listened to, or even just a gender-related meme. Just share a link/image/etc., and 1-2 sentence summary of how it relates to the class. You are welcome to submit to the board more than once, but will only get extra credit for your first post.

Final Examination or Project

There is no stand-alone final exam or assignment for this course. For general final exam regulations and information, see <https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information>, and Final Exam Schedule, <http://www.registrar.arizona.edu/schedules/finals.htm>

Late Work Policy

I understand that students increasingly have obligations outside of coursework. **In an effort to build flexibility into the course, each student is allotted two late work passes.** You may use these for a free 48-hour extension on any assignment, entirely at your discretion. You do not need to explain the circumstances (unless you really want to)—you can simply send an email indicating that you would like to use one of your late work passes and specifying which assignment you are using the extension for.

Given the ongoing pandemic, I also aim to be flexible for students affected by illness during the semester; if you think you may need more accommodations than an extension on a single assignment, please reach out as soon as you are able to make arrangements with the instructor.

Grading Scale and Policies

University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>

Grade distribution for this course:

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: <60

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Dispute of Grade Policy Students with concerns regarding an assignment grade should contact the instructor within two days of the assignment grade being posted. Students are responsible for regularly reviewing the feedback on their assignments.

Honors Credit

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract. Information on Honors Contracts can be found at <https://www.honors.arizona.edu/honors-contracts>.

Course Schedule

Please look over the following schedule carefully so that you can plan your work accordingly. Also check the course website regularly for announcements. You must keep up with any changes in the schedule, which will be announced on D2L. **Please note that all assignments are due on Sundays at 11:59pm.**

UNIT ONE: THE SOCIOLOGICAL STUDY OF GENDER
Week 1: 8/21 – 8/27 – Introduction to the Sociology of Gender
Carefully read course intro and syllabus. <ul style="list-style-type: none">- Wharton, Amy. "Introduction to the Sociology of Gender." pp. 1-21 in <i>The Sociology of Gender: An Introduction to Theory and Research, 2nd edition</i>. Malden, MA: Blackwell Publishing Co. Reading total: 21 pages Syllabus quiz and discussion posts/replies due Sunday 8/27 by 11:59pm
Week 2: 8/28 – 9/3 – Feminist Epistemology
<ul style="list-style-type: none">- Wigginton, Britta, and Michelle N. Lafrance. 2019. "Learning Critical Feminist Research: A Brief Introduction to Feminist Epistemologies and Methodologies." <i>Feminism & Psychology</i>: 1-17.- Collins, Patricia Hill. 1986. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought." <i>Social Problems</i> 33(6):14–32. Reading total: 35 pages Week 2 quiz and discussion posts/replies due Sunday 9/3 by 11:59pm
UNIT TWO: THE (RE)PRODUCTION OF GENDER
Week 3: 9/4– 9/10 – Accounting for Gender
<ul style="list-style-type: none">- Wharton, Amy. "The Gendered Person." pp. 25-58 in <i>The Sociology of Gender: An Introduction to Theory and Research, 2nd edition</i>. Malden, MA: Blackwell Publishing Co.- Fausto-Sterling, Anne. "The Five Sexes." <i>The Sciences</i> (March/April 1993): 20-24. Reading total: 39 pages Week 3 quiz and discussion posts/replies due Sunday 9/10 by 11:59pm Essay #1 due Sunday 9/10 by 11:59pm
Week 4: 9/11 – 9/17 – 'Doing Gender'
<ul style="list-style-type: none">- West, Candace, and Don H. Zimmerman. 1987. "Doing Gender." <i>Gender & Society</i> 1(2):125–51.- Messerschmidt, James W. 2009. "'Doing Gender': The Impact and Future of a Salient Sociological Concept." <i>Gender & Society</i> 23(1):85–88. Reading total: 30 pages Week 4 quiz and discussion posts/replies due Sunday 9/17 by 11:59pm

Week 5: 9/18 – 9/24 – Gender Socialization
<ul style="list-style-type: none"> - Stockard, Jean. 2006. "Gender Socialization." Pp. 215–27 in <i>Handbook of the Sociology of Gender</i>. Boston, MA: Springer. - Martin, Karin A. 1998. "Becoming a Gendered Body: Practices of Preschools." <i>American Sociological Review</i> 63(4):494–511. <p>Reading total: 29 pages</p> <p>Week 5 quiz and discussion posts/replies due Sunday 9/24 by 11:59pm</p>
Week 6: 9/25 – 10/1 – Embodying Gender
<ul style="list-style-type: none"> - Young, Iris Marion. 1980. "Throwing like a Girl: A Phenomenology of Feminine Body Comportment Motility and Spatiality." <i>Human Studies</i> 3(1):137–56. - Butler, Judith. 2013. "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory." Pp. 481-491 in <i>Feminist Theory Reader: Local and Global Perspectives</i>. New York, NY: Routledge. <p>Total: 31 pages</p> <p>Week 6 quiz and discussion posts/replies due Sunday 10/1 by 11:59pm</p>
UNIT THREE: MASCULINITY, FEMININITY, AND BEYOND
Week 7: 10/2 – 10/8 – Masculinity
<ul style="list-style-type: none"> - Connell, Raewyn. 2016. "The Social Organization of Masculinity." Pp. 299–299 in <i>Feminist Theory Reader: Local and Global Perspectives</i>. New York, NY: Taylor & Francis. - Bridges, Tristan, and C. J. Pascoe. 2014. "Hybrid Masculinities: New Directions in the Sociology of Men and Masculinities." <i>Sociology Compass</i> 8(3):246–58. <p>Reading total: 23 pages</p> <p>Week 7 quiz and discussion posts/replies due Sunday 10/8 by 11:59pm</p>
Week 8: 10/9 – 10/15 – Femininity
<ul style="list-style-type: none"> - De Beauvoir, Simone. 1949. "Introduction." Pp. 23-38 in <i>The Second Sex</i>. New York: Vintage Press. - Schippers, Mimi. 2007. "Recovering the Feminine Other: Masculinity, Femininity, and Gender Hegemony." <i>Theory and Society</i> 36(1):85–102. <p>Reading total: 33 pages</p> <p>Week 8 quiz and discussion posts/replies due Sunday 10/15 by 11:59pm</p>
Week 9: 10/16 – 10/22 – Trans Identities
<ul style="list-style-type: none"> - Transgender 101: A Guide to Gender and Identity to Help You Keep Up with the Conversation. https://everydayfeminism.com/2016/08/transgender-101/?utm_content=buffera6930&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer - Westbrook, Laurel, and Kristen Schilt. 2014. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System." <i>Gender & Society</i> 28(1):32–57.

- Abelson, Miriam. 2016. "You Aren't From Around Here": Race, Masculinity, and Rural Transgender men. *Gender, Place & Culture*. 23(11):1535–46

Reading total: 36 pages

Week 9 quiz and discussion posts/replies due Sunday 10/22 by 11:59pm

Week 10: 10/23 – 10/29 – Beyond the Binary

- Kessler, Suzanne J. 1990. "The Medical Construction of Gender: Case Management of Intersexed Infants." *Signs: Journal of Women in Culture and Society* 16:3–26.
- Darwin, Helana. 2017. "Doing Gender Beyond the Binary: A Virtual Ethnography: Doing Gender Beyond the Binary." *Symbolic Interaction* 40(3):317–34.

Reading total: 40 pages

Week 10 quiz and discussion posts/replies due Sunday 10/29 by 11:59pm

UNIT FOUR: GENDER AND SOCIAL SYSTEMS

Week 11: 10/30 – 11/5 – Race and Gender

- Collins, Patricia Hill. 2000. "Mammies, Matriarchs, and Other Controlling Images." Pp. 69–89 in *Black Feminist Thought*. New York: Routledge.
- Young, Alford A. 2021. "Black Men and Black Masculinity." *Annual Review of Sociology* 47(1):437–57.

Reading total: 40 pages

Week 11 quiz and discussion posts/replies due Sunday 11/5 by 11:59pm

Essay #2 due Sunday 11/5 by 11:59pm

Week 12: 11/6 – 11/12 – Gender and Parenting

- Bernard, Jessie. 1981. "The Good Provider Role: Its Rise and Fall." *American Psychologist* 36(1): 1-12.
- Hays, Sharon. 1996. "The Mommy Wars: Ambivalence, Ideological Work, and the Cultural Contradictions of Motherhood." Excerpt from *The Cultural Contradictions of Motherhood*.

Reading total: 33 pages

Week 12 quiz and discussion posts/replies due Sunday 11/12 by 11:59pm

Week 13: 11/13 – 11/19 – Gender and Institutions

- Correll, Shelley J. 2004. "Constraints into Preferences: Gender, Status, and Emerging Career Aspirations." *American Sociological Review* 69(1):93–113.
- Acker J. 2006. "Inequality Regimes Gender, Class, and Race in Organizations. *Gender and Society*." 20(4):441–64.

Reading total: 43 pages

Week 13 quiz and discussion posts/replies due Sunday 11/19 by 11:59pm

Week 14: 11/20 – 11/26 – Gender and Institutions <ul style="list-style-type: none"> - Connell, Catherine. 2010. "Doing, Undoing, or Redoing Gender? Learning from the Workplace Experiences of Transpeople." <i>Gender & Society</i> 24(1):31–55. - Wingfield, Adia Harvey. 2009. "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work." <i>Gender & Society</i> 23(1):5–26. <p>Reading total: 45 pages</p> <p>Week 14 quiz and discussion posts/replies due Sunday 11/26 by 11:59pm</p>
Week 15: 11/27 – 12/6 – Gender and Structure <ul style="list-style-type: none"> - Risman, Barbara J., and Georgiann Davis. 2013. "From Sex Roles to Gender Structure." <i>Current Sociology</i> 61(5–6):733–55. - Wharton, Amy. "Deconstructing Gender Differences and Inequalities." pp. 225-243 in <i>The Sociology of Gender: An Introduction to Theory and Research, 2nd edition</i>. Malden, MA: Blackwell Publishing Co. <p>Reading total: 40 pages</p> <p>Week 15 quiz and discussion posts/replies due Sunday 12/4 by 11:59pm</p>
Week 16: 12/4 – 12/10 – Course Wrap-up <ul style="list-style-type: none"> - What Would a Less Gendered World Really Look Like? <p>Week 16 discussion posts/replies due Sunday 12/10 by 11:59pm Essay #3 due Sunday 12/10 by 11:59pm</p>
Finals: 12/10 – 12/14
Final Reflections and any outstanding coursework due Thursday 12/14 by 11:59pm

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). Additionally, the online discussions for the course should remain respectful and professional.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials.

However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>
Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Financial Support

The Richard H. Tyler Student Emergency Fund can support students experiencing temporary financial hardships. This appears to apply to graduate students and undergraduate students. Apply for funds from: https://uarizona.co1.qualtrics.com/jfe/form/SV_1TA1XvxC1kgrN1b

Food Support

Research shows that a large percentage of undergraduates face housing and/or food insecurity and it is reasonable to believe numbers have worsened during the current crisis. In addition to Pima County resources, the campus has a food pantry to help reduce food insecurity: <https://campuspantry.arizona.edu/>

Academic advising (undergrads)

If you have questions about your academic progress this semester, or your chosen degree program, advisors at the Advising Resource Center can guide you toward university resources to help you succeed.

Life challenges (undergrads)

If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students. Call 520-621-2057 or email DOS-deanofstudents@email.arizona.edu.

Physical and mental-health challenges

Recent surveys show that the current crisis is taking a toll on many people's mental and/or physical health, with a really large number of people who are college-aged having thought about suicide in the last 30 days. If you are facing physical or mental health challenges this semester, Campus Health offers medical and mental health care. For medical appointments, call (520-621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS) 24/7 hotline, call (520) 621-3334. If you or someone you know is in crisis, the National Suicide Prevention Hotline has

English and Spanish speakers ready to talk 24/7 at: 1-800-273-8255

Finally, please notify the professor if your needs are not met with these resources and you are comfortable in doing so. This will enable them to access additional resources if available.

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.